Roles of Key Players*

Students with	Family Members	Special Education	Secondary and Post-secondary
Pisabilities express independent living needs/abilities express course-related interests express occupational and job-related interests express learning style preferences identify personal-social skills in need of improvement express leisure/recreation preferences identify community involvement interests express post-secondary education goals express post-secondary employment goals	foster independence by assigning specific responsibilities in the home explore community support, training, and employment options discuss future goals and adult realities with the student develop and support a work ethic common to the family culture discuss interests, abilities, and needs attend and participate in IEP meetings with the student support the student's efforts to direct his/her IEP and transition program complete parent and family surveys and needs assessments encourage the student's efforts to learn more about work demands and career options respond to follow-up surveys sent by local school systems jointly plan for financial, living, health, leisure, and transportation needs	Teachers - conduct interviews with family members and the student - conduct situation assessments by observing student performance in a variety of school and community settings - implement curriculum-based assessment activities - administer formal assessments - interpret assessment results gathered from other professionals - interpret transition assessment data to students and transform it into functional goals and objectives on IEPs	Educators - provide information about courses 1 year before they teach students with disabilities - provide information on course options - provide information on eligibility and entry skill requirements - provide information on the teaching style preferences of the instructor - provide information on testing options - provide information on evaluation and grading options - provide information on performance standards and learner outcomes associated with a particular course - observe and record student performance in class in regard to attendance and safety - observe and record student performance in cooperative group behavior - observe and record student performance on tests, quizzes, and project completion - observe and record student performance on tests, quizzes, and project completion - observe and record student performance on tests, quizzes, and project completion - observe and record student performance on tests, quizzes, and project completion - observe and record student performance on tests, quizzes, and project completion - observe and record student performance on tests, quizzes, and project completion

outcomes

Roles of Key Players, page 2

School Guidance	Adult Service	Employers, Work Experience Staff, Job Coaches, and Placement Specialists	Support Services
Personnel	Providers		Personnel
 administer formal and informal interest surveys as early as possible provide post-assessment counseling assist in helping students express their individual strengths, limitations, and preferences assist students in enrolling in secondary school course consistent with their interests, needs, and learning preferences provide information for future planning in post-secondary education, employment, military, and/or community options participate in the IEP process 	 participate in transition assessment activities when the student is at least 16 years of age communicate information about their agencies services to individuals with disabilities provide a linkage to the school agencies by collaborating with IEP and assessment teams attend IEP meetings with the student and family 	 provide information on entry-level job skills provide information on possible workplace accommodation options provide information on supported employment options provide information on possible apprenticeship options provide information on technology skills requirements observe and record student's workplace readiness observe and record student's ability to follow directions and cooperate with coworkers observe and record the student's work ethic, behavior, and productivity level observe and record the student's ability to work under supervision and accept criticism observe and record the student's jobrelated interest and motivation 	 participate in the transition assessment process provide information on the student's special needs: psychological testing, physical and rehabilitation therapies, and community support services

^{*}Taken from Assess for Success: Handbook on Transition Assessment by Sitlington, P., Neubert, D., Begun, W., Lombard, R., Leconte, P., (1996) The Council for Exceptional Children, Division on Career Development and Transition.